

# The AMERICAN TEACHER



"I count it one of the satisfactions of my own teaching career that I have had, from the first, the opportunity to be a member of a local of the American Federation of Teachers. Today I prize this special opportunity to join in rejoicing in its past and in looking forward with confidence to the future."

JOHN DEWEY

(See page 16)

Bust of John Dewey  
at Columbia University, N.Y.  
Jacob Epstein, sculptor

OCTOBER • 1949

## Tribute to John Dewey

**T**he American Federation of Teachers deems it a rare privilege, on the occasion of the ninetieth birthday of John Dewey, to recognize publicly his long and outstanding service to the education of the youth of the world.

**We** acclaim his creative thinking and courageous leadership; we admire his militant support of causes which have promoted the dignity and worth of the common man.

**We** gratefully acknowledge his genuine contributions to our great labor movement.

**I**n honoring him today—friend, teacher, leader, trade-unionist—we dedicate ourselves to the continuing realization of his faith in the growth of human personality.

October, 1949

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# The American Teacher

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## Spirited Debate Features AFT Convention in Milwaukee

ANY delegate who went to the AFT convention in Milwaukee thinking that he would just sit back and listen to speeches found that he was quite mistaken. Not only was every delegate assigned to a committee and expected to work, but he found himself *forced* to think about and take a stand on some of the most controversial and difficult questions facing the country today.

As in former AFT conventions, not only educational problems and questions of child welfare and teacher welfare were presented and acted on, but also the social, economic, political, and international issues affecting education directly or indirectly were brought before the delegates through resolutions and stimulating discussion.

### Revocation of the Charter of Former Local 430

The first controversial issue was brought up on the afternoon of August 22, the first day of the convention. It was the question of whether or not

the action of the AFT Executive Council in revoking the charter of former Local 430, of Los Angeles, California, should be sustained. The Executive Council had charged that the conduct of the local had brought the AFT into disrepute and that the local had not functioned in harmony with the principles and policies of the AFT. It cited the fact that instead of cooperating with AFL unions and other forward-looking groups in the community, the local had worked consistently with a small, ineffective union which had no standing in any section of the labor movement and dissipated its energies "in agitation and politics unconnected with union objectives." (See the February 1949 issue of the *AMERICAN TEACHER* for further details)

This issue took up most of the Monday afternoon session, with equal time given to the representatives of former Local 430 and to members of the AFT Executive Council.



● **SPEAKERS AT THE OPENING SESSION OF THE CONVENTION:** George A. Haberman, president of the Wisconsin State Federation of Labor; Hon. Andrew J. Bismiller, U.S. Congressman from Wisconsin; Frank Ranney, secretary of the Milwaukee Federated Trades Council; Edward C. De Brine, president of the Wisconsin State Federation of Teachers. Frank P. Zeidler, mayor of Milwaukee; Mrs. Elisabeth K. Holmes, member of AFT Local 253 and of the Milwaukee Board of School Directors; James Fitzpatrick, member of Local 252 and chairman of the local convention committee.

At a special session on Monday evening, there was general debate on the question, at the conclusion of which a roll-call vote was taken. The result was that the action of the Executive Council was upheld, by a vote of 792 to 108. Only a two-thirds vote was required, according to the AFT constitution.

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## *A Message from William Green*

URGENT duties prevent my greeting your convention in person, but I want to express in the name of the American Federation of Labor my appreciation of progress made by your union of teachers. The American Federation of Labor has placed education foremost in its plans for training workers to be constructive citizens, because we know the consequences of denying boys and girls educational opportunities as physical development progresses. The American Federation of Labor is committed to legislation to provide effectively equal opportunity by using federal funds to supplement opportunities provided by states. We propose federal aid to raise teachers' pay and to provide services for all children without discrimination for any reason. We count upon the cooperation of your union to this end.

We are glad that as educators you realized that you must work out your economic problems through economic methods and agencies and that you sought the cooperation of organized labor.

Greetings and best wishes for a successful convention.

WILLIAM GREEN, President  
American Federation of Labor

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### **Federal Aid to Education**

Another thorny issue was the question of which "health and welfare services" should be provided through federal funds for children attending non-public schools. After several hours of debate the convention voted to reaffirm the position taken at the two preceding AFT conventions, at which support was urged for the following services for *all* children, whether in public or non-public schools:

1. Health services including psychiatric aids.
2. Recreation services including vacation and camp programs.
3. School lunches.
4. Public library service.
5. Some form of subsidy to be administered through local public welfare agencies, which will enable needy youth, particularly on the secondary school level, to continue in school.
6. Scholarships to assist the able to continue education above the secondary school level.

Transportation was specifically excluded from this list.

\* \* \*

There seemed to be little if any disagreement concerning support of the Burke Bill, which would provide federal funds to be used by the states for public school teachers' salaries only. (See the report of AFT's Washington representative, page 14.) The convention instructed the Executive Council to wire Representative Lesinski and Representative Burke urging favorable action on the Burke Bill as a part of a general federal aid program. Delegates to the



convention were instructed to wire their individual representatives urging them to support the bill.

### Civil and Professional Rights of Teachers

Probably the knottiest problem of all those on which the convention acted was the formulation of a statement of policy on academic freedom and the civil and professional rights of teachers. After a committee had worked night and day on the phrasing of a statement, both a majority report and a minority report were presented at the last session of the convention. Finally, after long and serious debate, the majority report was adopted. It was as follows:

The American Federation of Teachers reaffirms its support of the principles of academic freedom. It believes that democracy requires an informed, courageous teaching profession, dedicated to the disinterested search for truth and free to explore all avenues of thought and experiment which may advance the welfare of its citizens and add to the body of its knowledge. Only in an environment where the pursuit of truth can be carried on without the restrictions of pressures or prejudices can the American conceptions of independent thought and the dignity and worth of the individual be advanced. We believe also that academic freedom imposes special obligations on the teacher. He must create for the student the same environment for free inquiry.

As an organization we reaffirm our unalterable opposition to Fascist, Communist, or other totalitarian ideologies. The American Federation of Teachers reiterates its policy of excluding from membership Communists and other proponents of authoritarianism, since membership in authoritarian political movements involves members in practices inimical to free trade unions.

Recognizing the dangers from the left, we are also concerned with the pressures from the reactionary right. Where vested interests use their positions of power and influence in a community to encourage the indoctrination of pupils with a view to stifling free exchange of ideas in a classroom, our functioning as a true democracy is made impossible.

## President Truman Sends Greetings

IT IS a pleasure once again to send a word of greeting to members of the American Federation of Teachers, this year assembling in annual convention at Milwaukee, Wisconsin. Our Nation's educators today hold grave responsibilities because I believe most firmly that the solution of many national and world problems lies in education.

The theme of your convention—Education for a Better America and a Better World—expresses in a few words the objective of many programs to which our Government lends its support and strength. The challenge of a better America and a better world must be accepted by all teachers as they educate for the national welfare—for international friendship—for world security and peace among men.

Very sincerely yours,

HARRY S. TRUMAN

We deplore the current hysteria which itself threatens to impose thought control, to destroy hard-won principles of academic freedom, and to substitute for established and accepted methods of testing competence, the methods of the police state. We recognize the real danger to American public schools that lies in the manipulation of public aversion to Communism, since such manipulation can be used as a means of silencing, intimidating, or eliminating progressive, liberal teachers from public schools by labeling all liberal or non-conformist instructors as "Communist," "Red," or "un-American."

In circumscribing the civil liberties of any group in society, we limit the civil rights of all groups and do lasting damage to the traditions and principles of American democracy. We hold, therefore, that membership in an organization or in a legal political party is not in and of itself sufficient grounds for the dismissal of a

● As in past years, the School Secretaries Union of Chicago, AFT Local 224, sponsored a tea for the convention delegates. This photograph, taken shortly after the tea, shows the delegates and members of Local 224 who attended the convention.





● At a luncheon on the second day of the convention, the AFT Commission on Educational Reconstruction reported on the projects on which the Commission is now working and asked the help of the delegates in obtaining material for a book which the Commission is planning on the subject, "Pioneering in Democratic Education." Arthur Elder, chairman of the Commission, is seen here standing at the speakers' table.

teacher. Where such membership affects an individual's teaching so as to deny to the student the right to learn in an atmosphere of freedom and impartiality, then competence is affected and dismissal should be made on those grounds. We believe that proper grounds for dismissal should include the fact, established by due procedure, of incompetence or neglect of teaching, moral turpitude, or the conviction of crime under the laws of the land.

The right to teach is not inherent. School boards are charged with the responsibility for establishing such standards for the selection of candidates as will assure the sound professional training, intellectual honesty, and moral integrity of the teachers they employ. It is their duty to protect students from those persons whose racial or religious intolerance might color their teaching, as well as from those whose subjection to the disciplines of a totalitarian organization is manifest in their teaching.

In the public interest as well as in the interest of justice to individuals, it is particularly important that as the American people struggle against the oppressive practices of totalitarian political movements, they do not themselves adopt the very practices they are seeking to abolish.

#### **Increase in AFT Per Capita For Those in Higher Salary Brackets**

There was considerable discussion also on the question of amending the AFT constitution to provide higher AFT per capita payments for those whose salaries exceed \$4,000. The convention voted to amend Article VIII, Section 1 by deleting the words "salary over \$3,500, 40 cents effective March 1, 1921" and inserting the following:

\$3,500-\$4,000.....	40 cents
4,000- 4,500.....	45 cents
4,500- 5,000.....	50 cents
5,000- 5,500.....	55 cents
5,500- 6,000.....	60 cents
Salary over \$6,000...	65 cents

The new schedule of AFT per capita payments is to go into effect January 1, 1950.

#### **Election of Officers**

The election of officers took place on Wednesday, following the afternoon session. The new officers are:

*President:* John Eklund, Denver, Colo.

#### *Vice-Presidents:*

Carl A. Benson, Toledo, O.  
 Selma Borchardt, Washington, D.C.  
 Mary Cadigan, Boston, Mass.  
 Arthur Elder, Detroit, Mich.  
 John Fewkes, Chicago, Ill.  
 Irving Fullington, Birmingham, Ala.  
 Lettisha Henderson, St. Paul, Minn.  
 Veronica B. Hill, New Orleans, La.  
 Patrick Kirwan, Louisville, Ky.  
 Ann Maloney, Gary, Ind.  
 Kathleen McGuire, Anaconda, Mont.  
 Edward Melucci, Pawtucket, R.I.  
 Cecile Oliver, Portland, Ore.  
 Rebecca Simonson, New York, N.Y.  
 Mary Wheeler, West Suburbs, Ill.

(Continued on page 19)



## Critical Problems Challenging the AFT

Excerpts from the Convention Address of

PRESIDENT JOHN M. EKLUND

**A**S WE come together in annual convention for the thirty-second time, we anticipate a meeting that may well be one of the most important in our history. We shall be called upon to make some important decisions and recommendations—decisions that may have far-reaching consequences. During this convention, action will be taken that will crystallize the union's attitude on problems of major concern to teachers, to boys and girls in our schools, and to all forward-looking citizens.

Whatever the decisions we make on matters of policy, we must make them calmly and courageously, with great deliberation and care. We must not be swept off our feet by mounting tides of hysteria nor let our personal emotions control what must be dispassionate judgments. This is especially true since what we decide here will be received with respect by even our enemies, and certainly by our millions of friends who consider the American Federation of Teachers the major consistent spokesman for liberalism in education.

### Academic Freedom

Without question the number one problem facing the nation's schools today is not the building of buildings, nor the salaries of teachers, but the preservation of the rights of teachers to free inquiry, to the traditional and unceasing search for truth.

It is not a new thing to face the pattern of thought control. This pattern has been relatively simple. Attack is made upon all who see, within our communities and our states, conditions that cry for correction. If one should teach, as did one of our teachers in New Orleans, that the electoral college, designed to fit the days of slow communication, was outmoded, immediately the teacher might be accused as "subversive." If one should inadvertently, in all sincerity, join

hands with others to leap to the attack of some human problem, even the whisper of association might find one accused of undemocratic leanings.

Please do not mistake—the Communist Party today is a very real threat to democracy as we know it. Further, it is impossible for one who follows the dictates of the Politburo to teach objectively, for his teaching must follow the studied and exact design of world conquest. The pattern of the Communist Party's thought control, which is blind subservience, is identical with the pattern of any thought control—"ours not to reason why, ours but to do or die." The crisis in the nation today lies in the zealous attempts by many well-meaning people in the Congress and in the legislatures of many states who meet totalitarian threats with totalitarian methods, injustice with injustice, untruth with untruth. The pulsing spirit of freedom in such a nation as ours is stifled through arbitrary subversive lists, loyalty oaths, and intimidation of teachers. We destroy the very things which we seek to preserve.

The state of New York has set up such a framework of inquisition; the law directs the board of regents to compile a list of organizations that the regents find subversive, and to make rules for excluding members of such groups from employment in the public schools. Each board must appoint "one or more of its employees" to investigate teachers and other school workers.

\* \* \*

Very few would deny the conclusion reached by the NEA in Boston last July: that membership in the Communist Party is incompatible with teaching in a democratic society. But that conclusion is an evasion of the problem.

The basic tradition in American education is that the educational direction of its young belongs to the community. The responsibility for

hiring teachers has lain and still lies with the local school board. Certainly the local school board has the right to refuse to hire any teacher who by his actions has indicated allegiance to any totalitarian pattern, in the same manner that the board of education screens the application of any teacher. At the same time local boards of education have the responsibility to fire teachers who by their actions carry their loyalty to any thought control *into the classroom*. As long as there remains a close community identification with our schools, as long as methods of control on the hiring and firing are not superimposed upon our communities—just so long can the community deal adequately and fairly with those who staff its schools.

\* \* \*

The matter of Communists as members of the AFT is of more specific concern. As an organization dedicated to specific aims and purposes, we reserve the right to refuse to be weighted with the load of carrying those already committed to any program which is in direct contradiction to our principles. We will continue to keep our own house in order. Let us not, however, fall into the grave error of constantly crying "Wolf"; neither character assassination nor irresponsible accusation has any place in the deliberations of this organization.

#### Challenges to American Education

Almost every city and town in the country now faces the problem of raising minimum revenues for schools. In many cases permanent provision for financing increased salaries for teachers has not been made, and with growing pressure for building there is imminent danger that teachers' salaries will suffer in the real pinch for revenue. It is true that salaries have increased in the last ten years, but during this time the cumulative rise in the cost of living has been 480%, while the cumulative rise in teachers' salaries has been approximately 200%. This represents a very real hardship.

The solutions which we must seek are: (1) tax reform at the state level—the writing into law of fair and equitable tax programs which can effect a permanent solution of the problem of state support for all the services of the state; (2) if federal aid to education is not to be forthcoming, a new approach through integration of federal and state income taxes, so that a greater proportion of the ability to pay may be left

with the states. Establishment of permanent adequate salaries, and a removal of competition between the urban and the rural schools will come only as each state follows the commendable lead of the seven states which have written into law a state-wide minimum salary schedule, guaranteed by the state.

The second challenge to our nation's schools is the pressing need for reducing the huge number of unqualified or partially qualified teachers. One out of eight teachers in this country does not qualify for the minimum certificate in the state in which he teaches. High school seniors frequently return to classrooms they have recently left, and much of our education becomes a case of the blind leading the blind. The enforcement of present state certification laws is the first step, for as long as school boards are free to hire partially qualified people because they are cheaper, just so long will qualified teachers give up in disgust, move from state to state, and finally into other fields of service.

The third challenge is the securing for teachers of a fuller measure of job security, both legal and academic. There must be written into the law of every state the guarantee of protection for teachers during normal performance of duty. Conditions which harass, intimidate, and frighten teachers with threats of loss of work must be banished.

The appalling condition of the school plants across the nation presents another challenge. About one-fourth of our school plants are more than sixty years old. These must be replaced—and soon. There is also the job of expanding the existing school facilities by 25% in the immediate future. Various estimates of the increase in school population range from 7 to 10 million pupils.

The new plants should be functional and completely in keeping with the demands of modern day education. The four walls, narrow windows, and formal classrooms separated by narrow and dark halls can never become the home of a satisfying educational experience.

During the 20's city after city financed building programs by denying teachers living wages—and as long as Chambers of Commerce and realty boards are content to point with pride to the visible edifices as the demonstration of a good school, just so long will there continue to be an attempt to build buildings at the expense of the program of instruction.



Most elusive and yet most insidious of the problems facing us today is the failure of school administration to harmonize its practices with its professions of democracy. Let me say that there *is* good school administration in this country; but by and large any semblance of democracy in school administration has long been thrown out of the window in exchange for the easier authoritarian, line-and-staff administration. All too frequently the pattern is that of the superintendent, hired by the financial interests or the realty boards, building patronage within the school personnel by using those who will first of all be subservient to things as they are, second to tax limitation, and only at long last will give real objective support for an expanding program for the children. This is a severe indictment, but the primary evidence for it may be secured by visiting some of the hundreds of cities from coast to coast. The school machines are usually anti-labor, socially unconscious, and supremely concerned with self-preservation. When school board elections threaten their security, the machines go into full action; and seldom do they have trouble raising the thousands of dollars for propaganda that makes a fair and objective campaign impossible. It is at this point that the company unions are the unwitting tools of the system—and at best a patronage system is tough to beat. Too frequently able people refuse to be drawn into the vicious fight that ensues, as the

big guns of intimidation, libel, and rumor are brought to bear upon them. We face a continuous, all-out battle to inject into the schools the procedures of democracy: fair and above-board elections, modern personnel practices, and a narrowing of the spread between administrative and teacher salaries so that teachers cannot be so easily bought.

### **The Role of the Local**

We are affiliated with the American Federation of Teachers primarily because this organization gives us the medium through which we can attempt solution of the problems I have mentioned. Basic to the attack is the local. Political action at the community level can result in boards of education which are responsive to the needs of the total community in this changing modern world. We do not seek to put members of organized labor upon school boards so that we may better bargain for our benefit, but because unless there is such a voice on these boards we are constantly faced with anti-labor bias in the classroom, and in a society where ninety percent of the children come from the homes of the workers, the voice of the worker should be heard. First, then, we must constantly seek to place upon boards of education men and women sensitive to the implications of our economy as well as the myriad social problems we daily face. It is through this avenue that there may eventually be included in the curricula courses of study that convey the romance in the history of the American labor movement and its significant social and economic progress. Such courses of study have already been developed by our locals in San Francisco and Minneapolis and other cities.

Upon the local rests the responsibility for building a wage structure for teachers that will attract to teaching the gifted and intelligent people whom the profession so sorely needs. Experience has taught us that only through collective bargaining by teachers can professional wages be achieved and guaranteed. Such bargaining is made possible through strength of numbers. Local action of this kind demands a thorough knowledge of school budgets, of the tax resources of the community, and of public relations techniques, as well as a fundamental urge to bargain aggressively and effectively not

*(Continued on page 18)*



# The Union in Action

## In 1949

Excerpts from the Convention Address of  
IRVIN R. KUENZLI, Secretary-Treasurer



**S**INCE currently the organized labor movement, and especially the American Federation of Labor, is exerting a profound influence on world affairs as well as on social action in the United States, the AFT, as the educational union in the AFL, is attracting more attention from students of social progress than at any time in its history.

Members of the AFT are in the unique position of belonging to two great forces in the world today—education and labor. In the building of a better America and a better world the AFT, at the crossroads of these two powerful forces for good, is in a position to render outstanding service to American education, to the United States, and to the world.

### Progress in Organization

During the present fiscal year twenty-seven new locals were chartered—the same number of locals chartered during the previous year.

Despite the difficulties involved in organizing teachers, the growth of the AFT, especially during the last decade, has been one of the most interesting chapters in the history of American education. As pointed out in the book *Goals for American Education*, less than two percent of the teachers of the United States belonged to any national teachers' organization as late as the beginning of World War I. When the AFT was formed in 1916, the classroom teachers of the United States were nearly 100% unorganized as far as national organizations are concerned. Today the AFT stretches from coast to coast as a dynamic professional organization which has not only carried forward its own program of action but has compelled other teachers' organizations to go to work for the classroom teacher.

The following list indicates the locals chartered during the fiscal year 1948-49:

**MASSACHUSETTS:** Lawrence Teachers Union, Local 1019; Chicopee Teachers Union, Local 1028; Worcester Teachers Union, Local 1029; Amesbury Classroom Teachers Association, Local 1033; Lynn Teachers Union, Local 1036.

**CALIFORNIA:** Salinas Federation of Teachers, Local 1020; Los Angeles Teachers Union, Local 1021; San Diego Federation of Teachers, Local 1035.

**LOUISIANA:** Eighth District Federation of Teachers, Local 1022; Dillard University Federation of Teachers, Local 1023; Vocational Instructors Association, Local 1025.

**CONNECTICUT:** Hartford Federation of Teachers, Local 1018; Groton Federation of Teachers, Local 1039.

**IOWA:** Iowa City Federation of Teachers, Local 1041; Council Bluffs Federation of Principals and Supervisors, Local 1042.

**ALABAMA:** Alabama School of Trade Teachers Association, Local 1032.

**COLORADO:** Fremont County Federation of School Employees, Local 1027.

**ILLINOIS:** Granite High Teachers Federation, Local 1043.

**INDIANA:** Whiting Teachers Union, Local 1040.

**KENTUCKY:** Casey County Federation of Teachers, Local 1031.

**MICHIGAN:** University of Detroit Lay Teachers Guild, Local 1034.

**MONTANA:** Carbon County Federation of Teachers, Local 1030.

**NEW HAMPSHIRE:** Nashua Teachers Union, Local 1044.

**NEW JERSEY:** Rutgers University Federation of Teachers, Local 1024.

**PENNSYLVANIA:** Minersville Federation of Teachers, Local 1038.

**VIRGINIA:** Dickenson County Federation of Teachers, Local 1026.

**WISCONSIN:** Whitewater State Teachers College, Local 1036.

### AFT Achievements in 1948-1949

The following activities may be listed as some of the most important parts of the AFT program in action in 1948-49.

1. Substantial membership growth and organization of 27 new locals.

2. Preparation of a dynamic program of education for the American Federation of Labor, including support in the major educational battles at the present time: better salaries, federal aid, democratization of school administration, etc.

3. Leadership in the crucial battle to stop a national campaign to base teachers' salaries on rating scales.

4. Active support of a progressive legislative program at the federal level.

5. Maintenance of growing legal and research departments to provide source materials for locals to facilitate collective bargaining.

6. An extensive program of furnishing information about the AFT to students, both graduate and undergraduate.

7. An extensive program of publications, including cooperation with the AFL and the Workers Education Bureau in publishing and distributing the AFL program on education.

8. Publication of the book, *Goals for American Education*, which has been translated into both Japanese and German to assist in the educational reconstruction program in these countries.

9. Active participation in international education to promote world peace and the brotherhood of man.

10. Assistance to teachers' unions in Japan and Germany and in other countries.

11. Operation of the most effective machinery in the United States for the defense of tenure and academic freedom of teachers.

### **Development of Teachers' Unions In Many Parts of the World**

It is interesting to note that the teachers' union movement is developing throughout the world to a greater extent than at any time in history. Reference was made in my report last year to the fact that approximately 95% of the teachers of Japan have joined a bona fide teachers' union—the second largest trade union in Japan. In Germany a movement is under way to establish a national teachers' union affiliated with organized labor. Teachers' unions also exist in France, Holland, Sweden, and Australia. The teachers' organization of Norway has been studying the problem of affiliating with labor. In Canada the entire teachers' association of British Columbia has affiliated with organized labor and it is reliably reported that there is strong sentiment in

Nova Scotia in favor of labor affiliation. Inquiries have come from some of the other provinces of Canada regarding the structure and modus operandi of the AFT.

In several of these countries the national office has supplied AFT literature to assist the teachers who are interested in organizing. This has been especially true in the occupied lands of Japan and Germany. In May 1949, the president of the newly formed teachers' union of Berlin, Germany, spent two days at the national office of the AFT discussing mutual problems related to labor and education.

The National Union of Teachers of England is not affiliated directly with organized labor but operates as a trade union to the extent that, in extreme situations, it has made use of the strike weapon and boycott of recalcitrant boards of education (local authorities). Collective bargaining machinery has been established through a committee of the government known as the Burnham Committee. Through collective bargaining with this committee, teachers' salaries have been standardized and a very good teacher retirement system has been established.

In June 1949, the president of the National Union of Teachers of England spent three days at the national office of the AFT to discuss mutual problems.

Thus, while by far the greater part of the program of the AFT is carried on within the boundaries of the United States, the program of the organization also reaches out to many lands in many parts of the world. By co-operating with teachers' organizations of other countries, the AFT is helping to make the world a safe place for the education of children.

### **A Visit to Germany**

During the past summer I visited Germany, upon invitation of the Military Government, to study the relationship between organized labor and public education in Germany and, insofar as practicable, to arouse the labor movement to active support of public education as the indispensable foundation for a democratic society.

Traditionally, the labor movement in Germany, in contrast to organized labor in the United States, has not considered support of public education an inherent part of its program of action. To try to persuade organized labor in Germany that support of public education and democratization of the schools are vital to the

welfare of organized labor and to democratic government was the major purpose of the visit to Germany.

This mission included a study of the new teachers' unions which are developing in Germany. Two principal teacher union movements have developed in Germany. One movement includes the British Zone, the American and British sectors of Berlin, and part of the American Zone. There has also developed in the American Zone a teachers' union group which is a section of the civil servants' union. Discussions are now under way regarding the possibility of uniting these two unions into one. In the French Zone, teachers' unions are not permitted at present but the new teachers' unions are maintaining unofficial contact with the teachers in this Zone.

In carrying out the mission in Germany I had conferences with teachers and labor leaders in Frankfurt, Berlin, Darmstadt, Heidelberg, Bad Nauheim, Stuttgart, Munich, Augsburg, Cologne, and Hamburg.

In general, the educational reform program recommended by the Military Government has made comparatively little progress in the American Zone and many persons who have been in Germany for a long period of time look upon organized labor as the only group with sufficient strength to implement the school reform program.

One of the greatest difficulties in the German educational system is the fact that the high school teachers, although representing only 10% of the teachers, constitute a social and political aristocracy. Representatives of the new teachers' union, which consists largely of elementary teachers, stated that this minority actually "persecutes" the elementary teachers. The standards of the elementary teachers are very low and many of the high school teachers oppose raising of the standards in the lower grades in order not to "dilute" their own favored position. This group of high school teachers is opposing educational reform, while the elementary teachers are supporting it.

Some labor leaders reported that, in their opinion, the standards of elementary education were kept low purposely in order to produce educationally a population which would be readily submissive to political dictatorship. Whether or not this charge is true one thing is certain; i.e., that the standards of elementary education in Germany are too low to support

government of the people, by the people, and for the people.

As a practical and functional solution for these problems I recommended in my report to Military Government:

1. That organized labor support the principle of the single salary schedule.
2. That the standards of elementary education be raised to the same (or approximately the same) level as in the high schools.

If these two educational principles could be established eventually in Germany, much would be done to break down the semi-caste system which exists in German schools. All public school teachers in Germany belong to the special class of public servants known as *Beamte*. As such they enjoy guaranteed salaries, tenure, and a liberal retirement plan. At the present time, however, the standards of the elementary teachers are so low that their professional status is far beneath that of the high school teachers.

#### **Meeting of International Teachers' Organizations**

On July 31 I flew from Frankfurt, Germany, to Stockholm, Sweden, to attend a joint meeting of the International Federation of Teachers' Associations (IFTA), and the International Federation of Secondary Teachers (FIPESO).

It was my pleasure to serve as chairman of the historic meeting of the International Federation of Teachers' Associations on August 4, 1949, when, after lengthy debate, it was voted to recommend the establishment of a joint organization along the lines proposed by the AFT. The action taken by this convention followed closely the plan of organization proposed by Selma Borhardt, chairman of the AFT Committee on International Relations.

One of our most important objectives in relation to this convention and the visit to Germany was to make it possible for the new German Teachers' Union to be represented at the Conference in Stockholm. On July 19, I flew from Frankfurt to Berlin to confer regarding this matter with Manpower officials and with Richard Schroeter, president of the Berlin Teachers' Union. The Manpower officials in Berlin were very cooperative and, through trade union funds, it was made possible for Max Traeger, president of the largest teachers' union in Germany, to get to the Stockholm meeting. For more than ten years the German teachers have been isolated from the teachers of other

nations and have lacked the professional growth and fellowship which emanates from association with teachers of other lands. The return of the

German teachers to the family of teachers' organizations marks an important event in the history of international education.



## As Seen from Washington

Excerpts from the Convention Address of  
**SELMA BORCHARDT, Washington Representative**

**W**ASHINGTON today reflects the confusion which results from the lack of unity of aim *within* the two major political parties. In the United States we do not like party discipline, but we do want and need party cohesion, party responsibility, and party implementation of its formally declared policies. However, these qualities are not found in either major party today.

The picture is even more confusing when we find some members who vote consistently for every sound social domestic measure, but who oppose every proposal for an equally sound international program; or conversely, when we find members eager to support proposals for social reconstruction at the international level, but opposed to similar proposals for us at home.

### **Federal Aid to Education**

Every teacher in America who is aware of the inability of many states to pay their teachers adequate salaries is in favor of federal aid to education. But our teachers and other citizens should not only know that there is a great need of federal funds to help educate the American people; they should also know what is in the various federal aid bills that have been proposed.

### **The Taft Bill**

The Taft Bill, which was put through the Senate again this year, has all the shortcomings it had last year. This year there were no hearings held on the measure. We were told that the chairman of the Senate committee would feel that any attempt to pass another bill would

be interpreted as an attack on what he termed the "administration bill."

In the Taft Bill as it passed the Senate there are many principles for which we have fought; but the bill still has many shortcomings:

1. It does not set aside funds for *public school teachers'* salaries.

2. It does not require the state to report on its plans for spending federal funds before they are spent, nor does it require a public report on how they were spent, although the bill does have provision for a public audit of the funds.

3. It does not prohibit the use of federal funds to pay for salaries of teachers in non-public schools.

4. It does not grant jurisdiction to the federal courts to hear an appeal of a member of a minority race or any other aggrieved person who may appeal for the protection of his rights in the allocation and distribution of funds.

5. It does not provide adequately for Puerto Rico, the Canal Zone, Guam, Virgin Islands, and Alaska. The Taft Bill gives them proportionately less than it gives the states. We hold that not only should these possessions receive the consideration given to the states, but they should receive additional federal help because their need is greater.

6. It does not require a state aid program nor does it provide for an equitable distribution of the federal funds *within* the state.

7. It does not make clear for what purposes the funds are to be used or how much is to be used for each purpose.

With these shortcomings, but also with the many improvements which have been added to the bill through the years, the Taft Bill passed the Senate.

### **The Barden Bill**

After the Taft Bill passed the Senate, Representative Barden of North Carolina introduced his federal aid bill. The Barden Bill has all of the shortcomings of the Taft Bill and many others which are even worse. It omits any reference to the right of minority races to share, and leaves entirely to the states the plan of distribution. It omits the requirement that the state maintain teachers' present salaries, thereby making it possible for the states to use federal money to supplant instead of supplementing the salaries now paid our public school teachers. The Barden Bill contains no provision for a federal audit.

Many other weaknesses are in the Barden Bill. Yet thousands of teachers and thousands of other fine citizens wrote or wired in to their Congressmen: "Pass the Barden Bill." [Miss Borchardt pointed out that Representative Barden's record on measures of interest to labor was very bad.]

### **The Lesinski Bill**

Long before the hearings were called in the House, long before Representative Barden put in his bill, Representative John Lesinski of Michigan, Chairman of the House Committee on Labor and Education, introduced a comprehensive federal aid bill, which provides the following:

Title I. Aid to the states to raise public school teachers' salaries.

Title II. Aid for services for every child to protect and promote the child's health and welfare.

Title III. Aid to the states for a public school building program.

Title IV. Aid to needy, worthy youth to enable them to continue their studies.

Title V. Aid to promote and develop a program for the eradication of adult illiteracy.

[The provisions of the Lesinski Bill are those advocated by the AFL and the AFT, except that the AFT, at its conventions of 1947, 1948, and 1949, voted to exclude transportation from the services to be provided through federal funds. See page 4 for a statement of the services approved by the AFT.]

### **The Burke Bill**

An interesting development of the last few weeks is significant. One of the members of the House Labor Committee, a 100 percent labor

man, Representative Thomas Burke of Toledo, introduced a bill which provides for federal aid for *public school teachers' salaries* only. Mr. Burke, a staunch trade unionist, let the people know where he stood in relation to federal aid to education. He wanted the money used for *public school teachers' salaries*. He also wants funds for services for all children. However, he wanted to keep these issues completely distinct and apart, in two separate titles or in two separate bills.

[A telegram in support of the Burke Bill was sent by the AFT convention meeting in Milwaukee. See page 4.]

### **Federal Aid for Construction of Public School Buildings**

Provision is made in Title IV of the Lesinski Bill for a public school building construction program. A bill embodying most of the principles in the Lesinski Bill has been introduced by Senator Hubert Humphrey of Minnesota (S. 2317). He is another of our members who is fighting for the principles which he enunciated in his campaign.

We would particularly point out that the Humphrey Bill for the public school building program contains two principles which are of great importance: (1) The state is required to submit a general plan for the location of school buildings and for the construction thereof; (2) The Federal Works Agency or some other government agency must pass upon the construction standards proposed before the funds are let.

The importance of the second point is brought home emphatically to persons having knowledge of the poor construction material that has been used in certain of the war-time housing programs.

There seems little likelihood of action on this bill at the present time.

### **School Health Bill**

Due largely to the efforts of Senator Paul Douglas, the Senate Committee reported out a splendid bill providing health services for all school children (S. 1411). The nature of the bill and the skill in getting it out is in itself a tribute to Senator Douglas and typical of the work he has done in the Senate. This bill was called up on the floor of the Senate, as per agreement, before the federal aid bill was called up. It was passed unanimously.





SENATOR HUBERT HUMPHREY



SENATOR PAUL DOUGLAS



REP. ANDREW BIEMILLER

On the House side the bill was favorably reported by the sub-committee to the full committee. Many of the forces that have been fighting our program united in opposition to the bill. The cry that the rendering of health services for all children would unite church and state was set forth by some. The raising of this issue gave the A.M.A. time to organize its opposition. At the present time, the A.M.A. is out in full force against the bill. If this bill gets out of committee and on to the floor, a great portion of the credit is due to our own Representative Andrew Biemiller. He has made a splendid fight for this bill and is still hoping for favorable action on it.

#### **Child Welfare Research Bill**

Another of the splendid bills sponsored by our Senator Paul Douglas is the Child Welfare Research Bill. Hearings have been held on the bill, but as yet it has not been reported. It provides for essential research services in child welfare. This bill (S. 904) deserves our hearty support.

#### **Social Security Legislation and Teachers' Pensions**

A great step forward has been taken! H.R. 6000, a bill to expand and extend the social security system has been introduced in the House of Representatives! True, it is far from what we had hoped for, but it is a definite improvement over the present law. It does not bring farmers, farm labor nor many professional workers under protection of the system; nor does it raise the maximum of the wages on which benefits are computed to the level we wanted. Nevertheless, the very fact that any acceptable social

security bill has been reported out of the House Ways and Means Committee during this session is a major advance, an accomplishment especially significant in view of the fact that the committee is so strong in anti-labor representation. As recently as three months ago, enemies of the bill declared that social security was dead for this session.

The one man who merits the lion's share of credit for the good work is Representative John Carroll of Colorado, first for having the bill reported out at all, and second for insisting on inclusion of many of its favorable provisions. I want to express our thanks to Representative Carroll. You will remember that he came to our convention last year and promised that, if he was elected, he would make the good fight for the principles for which we stand. He did. He won the election. And thereby we won a victory.

Of outstanding interest to this organization is provision for voluntary agreements for coverage of state and local employees. The following paragraph of Section 218, headed "Referendum in Case of Retirement System," is of particular concern to us:

"... No agreement with any State may include services performed in positions covered by a retirement system in effect on the date the agreement is entered into unless the State requests such inclusion and the Governor of the State certifies to the Administrator that (A) a written referendum was held (within the period prescribed in paragraph (3) of this subsection) on the question whether services in positions covered by such retirement system should be excluded from or included under the agreement, (B) an opportunity to vote in such referendum was

*(Continued on page 21)*

# John Dewey Honored at Convention

**T**O HONOR AFT's most distinguished member and America's most renowned educator, John Dewey, a convention dinner was held on Wednesday evening, August 24.

Dr. Dewey, who has long been a member of the AFT local in New York City, will celebrate his ninetieth birthday on October 20.

Although Dr. Dewey could not be present, he sent the following message:

I do not believe that any educational organization is more ready or better prepared to take a courageous view of the present situation than is the American Federation of Teachers. It has never been a body to take the cheap and easy way; it has never cultivated illusions about the seriousness of the work to be done. It has recognized that together with its larger organization, the American Federation of Labor, it has a cause that demands, and that has obtained and will continue to obtain, alertness of observation and planning, and solidarity in action. It knows from experience that these things bring their own reward with them. Confidence and courage grow with exercise. There are many fields of labor within the American Federation of Labor. There is none in which the need, the opportunity, and the reward are surer than in that of teaching.

I count it one of the satisfactions of my own teaching career that I have had from the first the opportunity to be a member of a local of the American Federation of Teachers. Today I prize this special opportunity to join in rejoicing in its past and in looking forward with confidence to its future.

May it continue to be steadfast in the great work in behalf of the schools of America, and thereby throughout our common America, in a world that must grow in common understanding if it is not to perish.

JOHN DEWEY

George S. Counts, former AFT president, was the able and genial chairman at the John Dewey Dinner. There were stimulating speeches by: Rebecca Simonson, president of Local 2, New York, who spoke as an elementary teacher; Florence Sweeney of Local 231, Detroit, who presented the views of a secondary school teacher; and A. A. Suppan, of the Milwaukee Teachers College Federation, Local 79, who talked from the standpoint of a college teacher.

Messages sent from many AFT members and friends to express their regard for Dr. Dewey were read by Dr. Counts. Among those who thus paid tribute to John Dewey were: Senators Paul Douglas and Hubert Humphrey, both AFT members; two former AFT presidents, John Fewkes of Chicago and Joseph F. Landis of Cleveland;



# tion Dinner

Florence Curtis Hanson, former secretary-treasurer of the AFT; Merle Curti, Professor of History at the University of Wisconsin and a member of Local 223; George Axtelle, former AFT vice-president, now Chairman of the Department of History and Philosophy of Education at New York University; E. V. Sayers, Professor Emeri-

tus of Education, University of Hawaii; and Robert Rothman, a former student of John Dewey and a member of Local 231, Detroit.

*(For the resolution passed by the convention delegates to express their appreciation of the great contributions made by John Dewey, see the inside of the front cover.)*



# Critical Problems Challenging the AFT

(Continued from page 9)

only for our own benefit but for the ultimate benefit of the child.

Teachers spend from four to seven years beyond high school developing the skills of working with children. That preparation and expenditure is worth, these days, at least six thousand dollars a year. With the average teacher's salary still a thousand dollars beneath the estimate for a subsistence standard for a family of four, it is not difficult to understand why teachers augment their income with side lines and extra hour employment.

Our locals must and can establish procedures for the settling of both group and individual grievances. Grievances involving working conditions, length of the school day, periods for planning, class size, and lunch hours free from duty are only a few of the collective grievances that the locals can resolve. The system of shop stewards, or building representatives, has worked well in the settling of individual grievances.

Again, the local is face to face with the patronage system in our public schools. Only through direct and frontal action can there be a restoration of the dignity of the classroom job, bringing the classroom teacher to the level of school management in terms of status and prestige. One individual cannot possibly continue to fight for fair and democratic procedures; but by collective action any school can eventually be brought into the pattern of democracy, where free elections determine representation of the faculty, where there is sharing by the faculty in decisions, and where the teacher shares in curricula formation and in community relations.

## The Role of the State Federation

At the state level we can best meet the problems facing classroom teachers by the further development of powerful, aggressive state federations of teachers. It is not possible to join hands with the company union and at the same time retain the power and program necessary to shape the program of legislation and public support for a great system of free public schools. Experience has taught us again and again that it is not only ineffective but impossible to work through the structure of any other organization.

Our organizations at the state level must be integrated around the basic philosophy which is labor's—and which is in direct contradiction to the selfish interests to which the company union too frequently owes allegiance. We hold that there is a need for an organization which represents the classroom teacher and one not bounded on four sides by power lobbies, vested wealth, social prestige, and political bargaining. True, there is certainly a place for joint cooperation with other groups at the time and place where specific legislative concurrence is possible; up to that point we must be motivated by our objectives to do the best job for the child that can be done—independently and forcefully.

## The Responsibility of the National Organization

As a national organization our responsibility begins with the problems in the educational field and moves to the consideration and championship of all the improvements of life in the community. We have the immediate job of helping to define the thinking of our parent body, the AFL, in the field of education. There is plenty of room within the broad framework of the AFL for us to be completely dynamic and objective as an organization of teachers. We are responsible first for shaping an educational platform, since we deal constantly with the problems in that area, and secondly for so defining and selling the program that the full weight of all the strength of organized labor can be brought to bear in support.

\* \* \*

During the 81st Congress the forces committed against federal aid won a victory by being able to confuse the issue where little cause for either confusion or misunderstanding existed. To my mind this was a studied campaign to discredit the whole philosophy of federal aid, and in its concept was both un-American and undemocratic. There was relatively little disagreement among all the groups interested in the passage of federal support for schools. There was general consensus that we had a two-fold job: to provide a grant-in-aid to public schools, and to provide health and welfare services to all children. This has long been our position and we have made

every move possible to achieve this type of legislation. We have refused to countenance the irresponsible handouts proposed in the Barden Bill. We have stood fast on the need to earmark 65 to 75 percent of the funds for teachers' salaries, to prevent misuse of funds, and to meet the most urgent problem, that of attracting trained personnel to the classroom; we have also stood fast on the need to provide in the bill the machinery to make equality of educational opportunity mandatory upon the states, at least as far as federal funds are concerned. These are items on which compromise is impossible. Our Washington representative has done yeoman service in defining and bringing to bear our position in support of many other items of legislation.

The action program of the AFT cannot stop at the classroom door; as a force in American life we must take a positive stand on a broad front. Ours is the support of a program to provide for the basic needs as presented in Article 24 of the "Universal Declaration of Human Rights," which reads:

"Everyone has the right to a standard of living adequate for the health and well-being of himself and his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control."

In a society which has resources more than ample to meet those needs, we must take a stand:

1. We want for every human being in America

the rights and dignity that are inherent in the American creed of the rights of man.

2. We will strive for an economy that works all the time, for the freedoms of people are meaningless in a depressed economy. All the powers of our country must be pressed toward full production and full employment.

3. We believe that a way must be found to provide adequate housing for those for whom private capital has never been able to provide. The aid of pleasant, healthful surroundings is not too much to expect of an economy that can marshal the total war effort of the early 40's.

4. We will work for the preservation and growth of the free trade union movement as the means by which capital and labor may strive in a cooperative and productive way to secure for our people all the good things of life.

5. We want everything possible to be done to provide access for everybody to the best possible health that medical science can provide.

6. We want a national policy that will give every child a chance not only to acquire the education that will equip him to become a productive citizen, but also to share in the common educational experience of all children through the elementary and secondary levels.

Further, our nation must now come to realize not only its stake in providing the capital to revive industry abroad, but also our serious responsibility as a nation of "haves" to bring minimum educational opportunity to the children in those nations that have not. We must now learn to think not only of federal aid to education, but of international support of educational opportunity.

## Spirited Debate Features AFT Convention in Milwaukee

(Continued from page 6)

### Panel on Accomplishments of Locals

One of the most interesting parts of the convention program was the panel discussion by representative members and officers of various locals, who spoke on the following subjects:

"Fighting Political Control of a School Administration"—Francis M. O'Halloran, Local 930, Pawtucket, R.I.

"The Cadigan Case—Dealing with a Board of Education"—Mary C. Cadigan, Local 66, Boston, Mass.

"Improving Working Conditions through Negotiation"—E. F. Jerrow, Local 279, Cleveland, Ohio.

"The Right of Teachers to Join Unions of Their Choice"—Cecile S. Oliver, Local 111, Portland, Ore.

"The Value of a Good State Organization"—Mary Herrick, Local 1, Chicago, Ill.

"A Grievance Case Involving Tenure"—August Suhling, Local 353, New Orleans, La.

"Building Public Relations for the Union"—Marie L. Schwanke, Local 250, Toledo, O.



"The Operation of a County Council of Teachers' Unions"—Lula Faulkenburg, Local 761, Griffith, Ind.

"Problems of State Legislatures"—Herrick Roth, Local 858, Denver, Colo.

\* \* \*

A hearty vote of thanks should be given to the members of the Milwaukee locals who, under the chairmanship of James Fitzpatrick, left nothing undone to make the stay of the delegates comfortable and pleasant. The city of Milwaukee undoubtedly made a highly favorable impression on the approximately 500 AFT members who attended the convention.

*(Excerpts from the major convention addresses are included in this issue of the AMERICAN TEACHER. Most of the resolutions adopted by the convention and also the convention address of Hon. Andrew Biemiller will be published in the November issue.)*



● Under the auspices of the AFT Committee on Democratic Human Relations, a luncheon meeting was held on the fourth day of the convention. The speakers are shown here: Mrs. Harry Hamilton, member of NAACP, assistant professor of psychology, Talladega College, Ala.; Michael M. Galazan, executive director, Jewish Vocational Service, Milwaukee, Wis.; Mrs. Rebecca Chalmers Barton (luncheon chairman), director, Governor's Commission on Human Rights, Wis.; Miss Layle Lane, chairman, AFT Committee on Democratic Human Relations; Bruno V. Bitker, Milwaukee attorney, treasurer, Governor's Commission on Human Rights, member of the Mayor's Commission on Human Relations.

## In Memoriam



**Charles B.  
Stillman**

**First President  
of the  
American Federation  
of Teachers**

THERE is no one whose record of service to the American Federation of Teachers equals that of Charles B. Stillman, either in length or in distinction. A charter member of the Men Teachers Union in Chicago in 1912 and its president from 1914 to 1918, he was a leading figure in the chartering of the American Federation of Teachers by the American Federation of Labor on May 9, 1916, and became its first national president. For the next seven years he devoted his full energies to the making of a teachers' union in this country. He served as full time AFL organizer among teachers, and as secretary of the AFL Committee on Education was in considerable part responsible for the expanding interest of labor in public education. For a generation he served on the Executive Council of the AFT through years of great stress.

On his return to teaching in the Chicago schools in 1923, he began a distinguished career of service within the schools, attested to by fellow teachers, by teachers who served under his principalship, and by his fellow principals. The latter have just presented a gift in his honor to the Chicago Teachers Union fund for eyeglasses for needy children. His leadership, vision, and human understanding have won the respect and love of all those who have worked with him in any relationship.

When the Chicago Teachers Union began to take shape in 1937, Charles Stillman contributed to a great degree to the planning which was the foundation of its success. He not only helped to start the new union but served patiently in many capacities in its ranks—as vice-president representing principals, as member of the union House of Representatives and as an astute counselor in many a crisis.

Charles Stillman had charm, ability, personal dignity, and a rich culture which would have won him recognition in any field he might have chosen to enter. His success as a teacher was the greater because his understanding of the process of public education was deepened and enriched by the clarity of his understanding of the place of public education among all the great forces of American life.

The membership of Local 1, the Chicago Teachers Union, asks that this memorial be included in the proceedings of the 1949 convention and that each local of the AFT find some suitable way of recognizing the service of Charles B. Stillman to the cause we all now serve.



**W**HEREAS, Mr. M. O. Hawbaker organized the South Bend Teachers Union, Local 679 of the American Federation of Teachers, was charter member number one of the local and its first president, continuing in this office for three consecutive years; and

**WHEREAS**, In the interest of the teaching profession, Mr. Hawbaker resigned his teaching position with the School City of South Bend, Indiana, to become a full-time organizer of teachers' locals affiliated with the American Federation of Teachers to further the professional interest of all teachers; and

**WHEREAS**, In the course of active promotion of the organization of teachers into a common bond of fraternal and professional interest, Mr. Hawbaker met with a serious accident in December, 1947, and after a long but unsuccessful effort to recover, passed away on June 1, 1949; therefore be it

**Resolved**, That the American Federation of Teachers in convention assembled honor the memory of M. O. Hawbaker for his meritorious and inspiring efforts in behalf of all teachers in the various fields of education.



**D**OROTHY WEIL made three contributions: to her city, to her profession, and to the cause of democratic public education.

She was a remarkable teacher, who combined profound scholarship with wide social vision and keen human sympathy. Her work in developing the course in the humanities in the Chicago Junior College won wide recognition; when the Chicago Board of Education removed her from her teaching position in this field because of her unfaltering opposition to the political control of the schools, the University of Chicago employed her to teach other college teachers how to develop such courses. Her students respected not only her accuracy and breadth of information but her genuine enthusiasm for the best of our culture and her tolerance of variance from her own views.

As a teacher, she saw that classroom teaching was not separate from, but a part of, the surging world outside school walls. For thirty years she was an active member of the American Federation of Teachers, in order to help education function in a living setting.

She made these thirty years of service to the cause of democratic education count in many ways. In the pioneer days of union membership in Chicago,

she helped to establish the fact that Chicago union teachers were found to be the best teachers. Her work helped to build Local 3, the Federation of Women High School Teachers, from a pioneer handful to a large and widely respected organization of more than 1200 members. Serving as president during the years when Chicago teachers were not paid regularly, she issued such accurate, clear, and effective information that she won the active cooperation of many non-school agencies. When the Citizens Schools Committee was organized in 1933, she gave its leaders the benefit of her years of experience. In 1934, she was elected a vice-president of the AFT, and later served with distinction as chairman of its Educational Policies Committee. In 1937 she was active in the formation of Local 1 and worked on many of its important committees until her death.

Dorothy Weil had one quality above all others. She had a detached unselfishness, an aloofness from petty jealousies, and a kindly humor which made her beloved and respected by people who did not always agree with her or understand her breadth of vision. She was completely fair in her judgments of others, and during her long illness, no word of complaint came from her and no shadow was cast on the lives of her friends. She saw life steadily and saw it whole.

It is from lives of such dignity and power as that of Dorothy Weil that the present strength of the AFT has come. From these honored dead, we take increased devotion to the cause of freer, deeper, and broader life for all mankind.

The membership of Local 1 asks that this memorial to Dorothy L. Weil be included in the proceedings of the 1949 convention of the AFT.

## As Seen from Washington

(Continued from page 15)

given (and was limited) to the employees who were in such positions at the time the referendum was held and to the individuals who on such date were twenty-one years of age or older and were receiving periodic payments under such retirement system, and (C) not less than two-thirds of the voters in such referendum voted in favor of including services in such positions under the agreement." (Pages 82 and 83 of the bill).

It was this section on which we asked Representative Carroll to give especial attention, and

he did. The wording seems quite safe. It enables each group to vote on whether or not to come under coverage of the federal system. At the same time it makes it possible for a local or a state organization to get agreement of a state legislature for preservation of an existing system under which state and municipal employees are now contributing to a pension fund.

I have asked Congressman Carroll to state on the floor, when the bill is before the House, that

the voting by the employees is expected to be by closed, secret ballot so that they will not be subjected to pressure of any kind. He has kindly agreed to do this.

We can appreciate also other provisions in the new social security bill which are improvements over the existing law. Among these are the following:

1. Extension of social security protection to a large number of persons not covered at present.

2. Increase in amounts of benefits payable. Base of earnings on which benefits are computed, raised from \$3000 to \$3600; a new benefit formula would raise the benefit amount for the average worker (regularly under the program) to about \$50 monthly—nearly double the present average; minimum benefit would be increased from \$10 to \$25, and the maximum family benefit from \$85 to \$150 a month.

3. The amount retired workers or other beneficiaries may earn in covered employment would be increased from \$14.99 to \$50 a month. This, together with the increased family benefits, would furnish a more nearly adequate means to help keep a family together.

4. World War II veterans would be given wage credits of \$160 for each month spent in military service in calculating their benefits.

5. Extension of entire program to Puerto Rico.

6. Payment of disability benefits and preservation of Old-Age and Survivors Insurance status through a period of disability. This is entirely new and would solve the sad problem of many families whose breadwinner's earnings are stopped or interrupted through disability.

There are additional improvements, as a study of the bill shows. But let this be emphasized: Approval of the bill by the Committee is only the first step of the struggle for enactment. It must still be accepted in the House itself and in the Senate. To that end we are looking for the support of the truly social minded members of Congress. The support of every community is needed in the fight.

#### **Grants-in-Aid to Schools in War-Affected Areas**

Some thirty odd bills were introduced to continue grants-in-aid to schools in war-affected areas. H.R.3829 passed with an appropriation of \$7,500,000. In the Senate the bill has been favorably reported and is now on the Senate

calendar. Our locals should get busy in their respective communities to avail themselves of the benefits of this Act if they are entitled to them.

#### **Appropriations for the Office of Education**

The Office of Education is still not collecting basic educational statistics. However, both the Federal Security Administrator and the present U.S. Commissioner of Education will probably cooperate in efforts to secure funds for essential research and statistical work. The Office of Education should be the best source for statistics and other objective factual data on the conduct of education in the United States.

It would seem to many of us in Washington that to the extent that the Office of Education enters into the field of school curricula, it should work more closely with classroom teachers.

We would again call especial attention to two of the divisions of the Office of Education which are doing especially fine work, with practically no funds: the Division on International Education and the Division on Negro Education. Both of these divisions are in desperate need of funds. Their lack is our loss.


On exhibit at this convention is a "sampler" of publications available from the Federal Security Agency. The Office of Education, the Children's Bureau, and the Office of Vocational Rehabilitation have worthwhile publications.

#### **School Lunch Program**

The school lunch program is working to the advantage of thousands of our children. This year the total appropriation was compromised at \$83,500,000. We urge the expansion of this program to meet more adequately the needs of our children.


We further urge that state federations and city central bodies make the administration of this program their vital concern. This, we would observe, is another of the essential services for all children for which we are fighting.

*(A summary of other sections of Miss Borchardt's report will be included in our next issue, together with the convention resolutions on legislation recommended by Miss Borchardt.)*



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# BOOKS AND TEACHING AIDS

## How Our Textbooks Treat Intergroup Relations

**INTERGROUP RELATIONS IN TEACHING MATERIALS**, a study made by a committee and a staff directed by Howard Wilson. *American Council of Education*, 744 Jackson Place, N.W., Washington 6, D.C., 1949. \$3.00.

This book was made possible by a grant to the American Council from the National Conference of Christians and Jews. The study was carried on by a distinguished committee and a staff directed by Howard Wilson (then of the Harvard School of Education). Many educators felt that our textbooks in history, geography, civics, and sociology could be improved. This committee undertook a three-year investigation to discover what, in fact, was being taught about intergroup relations in the books and the curriculums. As George F. Zook, president of the American Council on Education, says in the foreword, "It is not an easy task to carry on such a survey as is here reported; the survey is a pioneering enterprise in a complex area of education and of American life."

The basic assumption of this study is that many groups make up our population, that "we are a nation of nations," and that every one of us belongs in some group. The second major assumption is that "the educational forces and institutions of the United States have responsibility for direct effort toward the improvement of intergroup relations." The Committee felt that, just as the school has a share in the larger responsibility, so textbooks and subject matter have a share in the school's responsibility. "With that share this report deals."

A total of 315 volumes prepared especially for instructional use were examined. The Committee had in mind four areas of content: treatment of individual worth and dignity, treatment of group structure of democratic society, treatment accorded major specific groups in the American population, and treatment of methods of interaction among groups. These are the subject-matter yardsticks against which teaching materials have been measured. The committee felt quite definitely—for it is mentioned several times—that there is not adequate attention to the nature and value of human personality. The committee was disturbed at the words used in many texts in referring to immigrants—"hordes," "swarms," and always as "problems."

The following may be surprising to one who is not familiar with school texts. Most of the material about Jews in texts and courses of study is about the ancient Jews. For example, three-fourths of the space allotted to Jews in world history texts deals with events before 79 A.D. Pupils are left with the assumption that Judaism and Jewish culture have changed little since that time.

Here is the report on the treatment of Negroes: "While recently prepared texts and curriculums tend to direct more attention to Negroes as an American group, the average text and teaching guide tend to ignore the group, particularly its position in contemporary society."

Too often textbooks pander to the myth of "Nordic superiority." The Dutch, French, and English are "good types of immigrants." Those from the south and east of Europe do not fare so well. Many books do not use the term "race" correctly. It is about time textbooks used it correctly, even if the man in the street or office is still confused over the term.

Dr. R. M. MacIver of Columbia estimates that 40 million Americans suffer some form of discrimination. The National Conference of Christians and Jews is deeply concerned even if that figure seems high. The Conference subsidized this study because it believes our textbooks could help to eliminate all forms of discrimination.

This book says that in most textbooks "Segregation is more often assumed than appraised. Discrimination is more often described than dissected. There is urgent need for the development of more effective and penetrating teaching materials in this area."

The survey committee felt that texts contain far too little about group relations and that the courses of study should draw more heavily than they do upon the scientific studies of society and of social patterns and processes if a truly functional curriculum in citizenship is to be developed.

The committee states frankly: "Elementary and secondary education in the United States are properly concerned with the emphasis on education for citizenship. Education for intergroup relations, rightly conceived, is a phase of this broader sociocivics education."

It is the hope of this reviewer that this invaluable book made possible through the vision and foresight of the National Conference of Christians and Jews will be widely used by school administrators and teachers, as well as by authors and publishers of textbooks.

DR. JAMES M. YARD, *Director Emeritus, Midwest Office, National Conference of Christians and Jews.*

## Group Hearing Aid Table Embodies Unique Features

A new and greatly improved group hearing aid training table, combining all the features into a "single package" unit has been placed on the market by Micro-tone A.D.C. of St. Paul.

The table has several unique characteristics: dual ear-phone control, enabling the user to adjust volume to suit each ear; high fidelity output at the receivers, 100 decibels above the threshold of normal hearing; radio reception; 2-speed turntable to accommodate both 33 $\frac{1}{3}$  and 78 RPM records; circuit for loudspeaker; play-back feature permitting recorders to be plugged into

the unit for playbacks; and frequency filters capable of eliminating high and low frequencies independently and in varying amounts.

The table has receiver outlets for ten students and additional hearing aid tables may be attached for larger groups. Two microphones, one for the teacher, the other for students, are standard equipment. Equipment can be supplied to include paired microphone circuits enabling children to converse with one another in pairs without the sound going through the entire unit, if such an arrangement is desired. Also a tone-arm for microgroove records can be acquired as optional equipment.

\* \*

All main controls are centralized, allowing operation of the unit from a sitting position at the end of the table. The table top is smooth and designed for hard wear. It is especially adaptable as a writing desk. Large roller-bearing casters with rubber treads afford easy movability. Brakes on the casters hold the table rigidly for working.

## A Readable and Scholarly Biography of Eugene Debs

**THE BENDING CROSS** by Ray Ginger. *Rutgers University Press*, New Brunswick, N. J. 1949. 516 pp. \$5.00.

Among the men and women who played a significant part in the American labor movement, Eugene Victor Debs has an important place and one peculiarly his own. The story of his life illuminates many labor struggles, fought by courageous men, which helped to bring better living conditions to millions of workers of today.

This new biography of Debs is easily the most scholarly of the several that have been written. It is based not only on extensive research in written material but also on hundreds of interviews with persons who knew Debs. An account of the authorities and sources on which the book rests is, however, relegated to some 40 pages at the end of the book and does not obtrude upon the main part of the work. The biography itself is as clearly and as interestingly written as a good novel. Though there appears to be little striving for effect, the writing achieves an effectiveness seldom found in so scholarly a work.

The book traces Debs' career from his boyhood and early labor career with the railroad brotherhoods to his organization of the American Railway Union and on through his career in the Socialist Party. There is much emphasis throughout the work on Debs as a person and on his relationships to those about him. This emphasis helps explain the book's readability. Like other students of the career of the man, Ginger falls under the spell of Debs' personality, but this fact does not seriously detract from the excellence of the biography.



● Deaf and hard of hearing students prepare to enjoy music played on the new group hearing aid table.

In general, the sections of the biography dealing with Debs as a person, a labor leader, and as a champion of civil rights are superior to those dealing with him as a socialist leader. There are some generalizations about his political leadership that do not follow entirely logically from facts that Ginger himself presents. Had the author delved more deeply into the history of the Socialist Party he might have been able to see Debs in his relationship to the party and its other leaders in better perspective. But to expect more research when so much competent research is evident is undoubtedly asking too much.

A quotation from Debs reproduced on the title page of the book indicates the incurable optimism of the man, something of his style of expression, and the source of the unusual title of the biography: "Let the people take heart and hope everywhere, for the cross is bending, the midnight is passing, and joy cometh with the morning."

## 288 Occupations Described In Government Publication

**OCCUPATIONAL HANDBOOK.** Prepared by the Bureau of Labor Statistics, Dept. of Labor, in cooperation with the Veterans Administration. 454 pp. Paper. \$1.75. Order from the Supt. of Documents, U. S. Government Printing Office, Washington 25, D. C.

Here we find descriptions of 288 occupations and statements of opportunities in them prepared by one of the best known of our government agencies. The book is a kind of one-volume library of special interest to guidance teachers in high school and college, but students and adults considering a change of occupation will also find it interesting and most useful.

## Beautiful to see-Christmas Cards

—with verses and matching envelope—Fifty cards in a box for one dollar postpaid. Four boxes for three dollars, postpaid. FOUR sample cards for a quarter. **WILLIAM MOFFETT, Box 872, ELLWOOD CITY, PA.**



# NEWS FROM THE LOCALS

## Sabbatical Leave Plan Adopted In Paterson, New Jersey

**842** PATERSON, N. J.—Paterson teachers will be granted one year's sabbatical leave on half-pay after ten years of satisfactory service under the new program adopted by the school board. The program was prepared and sponsored by Miss Margaret Brophy, board member, retired teacher, and member of the Paterson local.

The new program replaces the old haphazard scheme which was completely suspended during the war years. It marks the victorious conclusion of a campaign which the union conducted for a number of years for a specific policy which would make sabbaticals "independent of favor, aiming only at enriching the teacher and the schools," according to Sylvia Scheffkind, president of the local.

### Study, Travel, Rest

The new regulations provide that "whenever any member of the executive, administrative, or teaching staff of the city shall have completed ten years or more of satisfactory service in said school district, such employee may apply for sabbatical leave of absence for purposes of study, travel, or health not to exceed one year."

Recipients of such leave are en-

titled to half-pay. Also, under the terms of the program, "employees absent because of an authorized sabbatical leave shall receive such increments as are granted during that period."

Not more than forty members of the teaching personnel may be granted a leave in any one year, of which number not more than eight may be for travel and not more than ten for "the restoration of health." The term "restoration of health" is defined as not being synonymous with sick leave.

### Proof Required

Applicants for a leave for purposes of study must present a transcript of credits following each semester of work pursued. Those taking undergraduate work must take a minimum of ten credits per semester, while those pursuing graduate study are required to obtain at least six credits each semester. All courses must be in the applicant's field of work.

An itinerary setting forth in detail the travel program contemplated is required of applicants for leave for the purposes of travel. This itinerary must be approved by the superintendent of schools and the board of education.

## Representatives of Rutgers Local Confer with University Officials

**1024** NEW BRUNSWICK, N.J.—Although but a year old, the Rutgers University local is fast building a place for itself both on the campus and beyond it.

Recently union representatives conferred on university problems with the president of the university, Robert Clothier. President Clothier expressed appreciation of the offer of the union board to meet with Rutgers officials from time to time to seek solution of new problems as they may arise.

Among the union's immediate objectives are the institution of the practice of giving notice by December 1 when a teacher's contract is not to be renewed for the following academic year, the institution of sabbatical leaves, and the giving of rep-

resentation on the university Board of Trustees to the faculty as well as to farm and labor groups.

One of the union's members, Irvine Kerrison, formerly of the Detroit local and now associate professor at Rutgers Institute of Labor Relations, recently served as the director of a very successful workers' institute at the university.

## Fewkes Named to Commission by Mayor

**1** CHICAGO, ILL.—John Fewkes, president of the Chicago local and an AFT vice-president, is a member of the City Planning and Advisory Board to the Chicago Plan Commission. He was invited to serve on the board of Mayor Martin H. Kennelly.

## Prevent Encroachment On Lunch Period

**4** GARY, IND.—Action of the Gary local prevented encroachment on the teachers' lunch period.

When an order was issued which required elementary teachers to give up their lunch hour to care for the children who ate in school, the union appealed to the school board and the order was rescinded.

The board agreed with the union's position that every teacher in order to do a good teaching job needs a period away from classes in the middle of the day in which to eat lunch and relax.

The universality of a free lunch hour in every occupation was stressed in the presentation of the union's case.

## Labor Conference Held In La Salle, Illinois

**580** LA SALLE, ILL.—Arthur F. Symond, member of Local 580 and a delegate to the Oglesby Trades Council, was in charge of arrangements for a one-day Tri-Cities (Oglesby, La Salle, Peru) labor conference on the current problems of labor unions, held at La Salle last spring by the University of Illinois Institute of Labor and Industrial Relations.

The conference considered policies and problems developing in the labor movement and prospects for the future; new trends in collective bargaining, including provisions for health and welfare, pensions, and insurance; and the improvement of community-union relations.

## De Briae Appointed to Municipal Posts

**252** MILWAUKEE, WIS.—E. C. De Briae, president of the Wisconsin Federation of Teachers and a member of Local 252, served as chairman of a committee of 25 appointed by Mayor Frank P. Zeidler of Milwaukee to make a study of the city's finances.

Previously Mr. De Briae had been named to the city library board by the mayor.



### QUEEN GREETSA.F.T. MEMBER

Nannie N. Foster, member of the Gary local and an exchange teacher in Britain, being presented to Queen Elizabeth at a Lambeth Palace reception.

Acme Photo

## Benefits of Unionization Listed by Dearborn Local

**681** DEARBORN, MICH.—What benefits can stem from teacher unionization? The Dearborn local answered this question last spring in a leaflet used in connection with the banquet honoring AFT President John Eklund.

Benefits were listed in three categories:

#### To the Community

1. *Your Schools* (publication sent to the parents).
2. Film forum series.
3. Local adoption of tenure.
4. Millage increase.
5. Endorsement of civic-minded candidates.

#### To the "Kids"

1. Democracy in the classrooms.
2. Smaller class size.

3. Supply requisitions speeded up.
4. Color in the classrooms.
5. Happier "kids" through better paid teachers.

#### To the Teaching Profession

1. New sick leave policy: 85 days accumulative plus 15 days for current year.
2. Better personnel through salary raise from \$1300 to \$3000 minimum, \$4800 maximum.
3. Increment for master's degree, \$200.
4. Improved transfer and grievance policy.
5. Maternity leave renewable to three years.
6. Protection from subjective merit ratings.
7. Freedom in choice of teacher organization.

## Central Labor Body Commends Local

**481** NEWARK, N. J.—By a unanimous vote the Essex County central labor body voted commendation of the Newark local "for the excellent manner in which the members of Local 481 have represented and upheld the principles of the American Federation of Labor in their daily contact with the school authorities, pupils, and the general public." Thanks and appreciation of the local's "interest and support" were also expressed in the letter from the central body.

## Louisville Local Invites American Town Meeting of the Air

**672** LOUISVILLE, KY.—Among the voices in an "American Town Meeting of the Air" program last school term was that of AFT member Frances Given representing the Louisville teachers in her plea to the teachers of America in behalf of Town Hall. The program originated in Louisville at the invitation of the Louisville Federation of Teachers.

Through the coast-to-coast hook-up, publicity was given both to the AFT local and to a Louisville "town

## Salary Increases Won In South Saint Paul

**861** SOUTH ST. PAUL, MINN.—Through the efforts of a salary committee of Local 861, all teachers in South Saint Paul will receive substantial salary increases over the next two years.

Negotiations with the school board brought about the elimination of the cost-of-living feature from the schedule, and the adoption of a schedule which will be attained in two years. This single salary schedule will run from a minimum of \$2000 for two-year graduates to a maximum of \$4400 for five-year graduates.

Increases for 1949-50 run from \$100 to \$300, depending on length of service. Similar increases in 1950-51 are expected to put all teachers on the new schedule.

Negotiations with the board were carried on in a pleasant and cordial atmosphere of cooperation and mutual respect. At least part of the good feeling may be attributed to the fact that four of the seven board members are supported by labor.

## Seattle Local Holds Intercultural Dinner

**200** SEATTLE, WASH.—An intercultural dinner sponsored by the Seattle local was held recently on the University of Washington campus.

Horace Woodland, of the Seattle Urban League, the featured speaker, stressed the necessity for actually living the best tenets of democratic society in our relationships with members of other racial groups. He expressed satisfaction with the attitudes and practices of organized labor, both AFL and CIO, in their dealings with minority groups. Where difficulties exist the blame rests with individuals on the job—not with union officers, he said.

meeting" program known as the mayor's "Gripe Court," during which the plain citizen can speak his mind. Explanation and praise of the local program by the moderator of the national program, George V. Denny, brought requests to Louisville from cities all over the country wishing to establish similar programs.

Mayor Charles Farnsley was chairman of the Louisville "Hosts' Committee" that supported the union in bringing the famous national program to the city.

## Comprehensive Goals Set By Minnesota State Federation

The Minnesota State Federation of Teachers met in Minneapolis in April to elect officers and to draw up a program of action. Charles Boyer, former president of Local 238, Minneapolis, was elected president of the state group.

The state program was embodied in resolutions passed by the delegates, and the new president in his acceptance speech promised that an accounting on every resolution would be made at next year's convention.

Committees have been set up by the executive board to work out details for the execution of the program. Items in the program are as follows:

1. A tenure bill for instructors in the state teacher training institutions.
2. A state-wide investigation of personnel practices at the local level.
3. A state-wide organization of welfare committees to deal with administrative problems affecting teacher welfare at the local and state levels.
4. A program of servicing locals by the state organization.
5. A state-wide salary schedule for instructors in state teacher training institutions.
6. A program for organizing new

locals.

7. A clarification with the State Commissioner of Education of the matter of freedom to join educational organizations and to attend conventions of the teachers' own choice.

8. Evolving of standards for admission to teacher colleges, definition of professional advancement and other educational policies.

9. A tenure bill designed to protect the rights of all competent teachers in the state.

10. A state-wide salary schedule that will attract and retain the best available teachers.

11. Definition of the school day and extra payment for services beyond the defined day.

12. Instruction concerning the co-operative movement in all teacher training institutions and the public schools.

13. Publication of a news letter.

14. Securing the services of the State Labor Conciliation Office in disputes.

15. Opposing any further diversion of income tax for uses other than those for which it was originally intended.

16. Legislation needed to carry the foregoing into effect.

## Substitute Experience Credited for Salary Increments Through Work of Boston Local

**66** BOSTON, MASS.—Surmounting a number of difficulties, the Boston local was successful in obtaining salary increments based on teaching experience as substitutes, for many Boston teachers.

Some of the present permanent teachers had spent years substituting in the Boston schools—experience for which they received no prior service credit when they were placed on the regular salary schedule. The union started pressing for an adjustment of the inequitable situation in November of 1947, when it asked for credit for this prior experience in the form of additional increments.

It was not until the following September that the School Committee acted on the union request. A provision was adopted whereby all those teachers appointed to permanent posts "on or after September 1, 1948" would be given additional increments up to six years of previous substitute service. The union continued to work for similar adjustments for teachers hired prior to September 1, 1948.

Meanwhile, the Corporation Coun-

sel ruled illegal the adjustments made and ordered the return of money already paid. Again the union took action, this time to have the salary adjustment law of 1875 suspended, since it stood in the way of equitable adjustment.

Finally, with the suspension of this law, the way was clear for the union program, and provision was made for additional increments for teachers with prior substitute experience regardless of whether they were appointed before or after September 1, 1948. Arrangements also had to be worked out for the repayment of amounts paid illegally to persons appointed on the first order.

The new regulation, effective July 1, 1949, affects about 450 teachers. All the teachers below the maximum salary who have served the Boston public schools on a temporary basis from one to five years will be granted one increment for each year of service. Since these increments are in addition to the \$300 increase granted to all teachers, some will receive a total increase of as much as \$700.

### FOR SALE

#### SCHOOL—KINDERGARTEN

Summer Camp; first grade; private school; nearby city; same owner 15 years; brick bldg.; 4 class rooms; 2 teachers; 1 drive; 70 pupils; 3 living rms. for owner; large lot; sell with property.

APPLE CO. BROKERS CLEVELAND, OHIO

## Research Committee Helps Union Activities

**871** NEW BRITAIN, CONN.—

One of the active groups of Local 871 is its research committee. During the school year 1948-49 several reports were prepared in response to outside requests including those from the AFT Research Department. Some material was collected for individual members. However, most of the committee's work was in supplying information to other committees of the union.

Files built up by the committee include material on such subjects as contracts, in-service training, political action, legislative programs, merit rating, public relations, school board procedure, school finance, sick leave, "temporary" teachers, and tenure. Clippings from local newspapers were preserved in scrap books.

Ione Proctor is chairman of this hard-working committee.

The union has thus been successful in rectifying a long-standing wrong and has struck a blow at the "cheap labor" policy inherent in the year-in, year-out practice of employing hundreds of temporary teachers to fill permanent vacancies and, according to Edith A. De Angelis, the local's publicity chairman, who reported the union victory, this order puts teeth into the tenure law of 1947, which was introduced and supported by the Boston Teachers Union and other AFT locals in Massachusetts.

In order to accomplish its aim the union worked quietly but persistently, without fanfare. In its efforts it had the support of the Boston Central Labor Union and the Massachusetts Federation of Labor. Harry Grages, secretary-treasurer of the former, and Kenneth Kelley, secretary-treasurer of the latter, helped in the negotiations with the School Committee.

Members of Local 66 who took the lead in the negotiations were Arthur Hartin, president; Mary Cadigan, relations secretary; Helen Kirby, grievance chairman.



● Attending a banquet honoring the Carver School Board of Education are: Stafford Hall, John Howard, Ruth Suggs, Elizabeth Nelson, Willie Young, James E. Harrison, Georgia Price, and Samuel Jackson. The men are members of the board; the women, faculty members.

## Ferndale Local Pushes Ahead

**964** FERNDALE, MICH.—Because teachers in the George Washington Carver School in Ferndale are 100% unionized, they have been able to do a great deal for the benefit of the school and community.

For two successive years the union has presented a Negro History Week Program, the proceeds from which were used to purchase books written by Negroes and to place in the school pictures of outstanding Negroes.

During the last school year the union negotiated a new salary schedule, retroactive to the beginning of the school year, which provides for a minimum of \$2900 and a maximum of \$4300 for teachers with a

bachelor's degree, and a minimum of \$3100 and a maximum of \$4500 for those with a master's degree. Increments are set at \$200 a year.

The union also has made gains in provisions for sick leave. Teachers now are given ten days' leave annually, cumulative to 100 days. Another important gain was the approval of tenure by the voters of the school district. There were only two negative votes cast. (Under Michigan law local adoption is necessary before the teachers can be given tenure protection.) Personal canvassing of the voters by the teachers proved especially effective in securing the favorable vote.

## Washington Teachers Hear Experts On Outstanding School Problems

**8, 27 & 867** WASHINGTON, D.C.—The three locals of Washington, D.C. sponsored an open meeting for the city's public school teachers last spring. Four authorities discussed topics of major interest to all teachers.

Raymond Isaacs, District of Columbia retirement specialist, spoke on the subject, "Your Pension and You." Teachers' questions concerning the administration of the district's pensions were answered by the man who best knows the answers.

Jerome J. Keating, secretary of the Letter Carriers Union, gave details of the federal government's retirement law and contrasted them with those of the teachers' retirement law.

Mr. Thomas Walter, operations director of the Government Employees' Council, AFL, reported on the status of the \$330 salary increase for teachers and other district workers then

pending in Congress.

Congressman John Blatnik of the eighth Minnesota congressional district spoke on "Teacher Tenure." He offered his assistance to teachers in formulating and securing enactment of a stronger tenure law for district teachers.

## College Local Sponsors Forums

**963** ANGOLA, IND.—Local 963 at Tri-State College sponsored a series of forum meetings during the last school year. Among the subjects considered were the following: "Place of the Educated Man in a Democracy," "Facing the Future," "Advertising in the Public Interest," "The Disintegration of the Broadway Theatre," "Legal Procedure," "Abraham Lincoln—Hundred Years After," and "In the Wake of the News."

## Local Handbook Issued In Detroit

**231** DETROIT, MICH.—A signal achievement of the Detroit local during the last school year was the preparation of a *Handbook for Building Representatives*. In 35 pages of pocket or purse size the organizational know-how, perfected by long experience in union activity, is presented in lively style. Though designed for the "number one man in the union—the building representative," much of the pamphlet's content can be used by any member who desires to see his union grow in members and accomplishments.

A glance at its table of contents shows that these topics are dealt with: "Your Role in the Union," "The Job in Detail," "Tips on Building Union Membership," "Common Objections and How to Answer Them," "Facts Every Teacher Should Know About the Federation," and "A Primer on School Finance." An appendix gives useful information on dues, schedule of meetings, official policy on employee organizations, etc.

(Copies may be secured from the Detroit Federation of Teachers, 82 West Montcalm, Detroit 1, Mich.)

## Benefit Tea Given By Secretaries

**224** CHICAGO, ILL.—In support of a worthy cause, the School Secretaries Union of Chicago sponsored a benefit tea toward the close of the last school year. Proceeds from the tea were donated to the School Children's Aid Society, an organization that distributes clothes to needy school children in the city.





## New York Local Gives Aid To Labor Schools In Germany

**2** NEW YORK, N. Y.—The New York Teachers Guild, AFT Local 2, has been cooperating with the International Solidarity Committee in sending CARE packages, books, and materials to the German democratic and labor schools. The photograph above shows representatives of the AFT local presenting a check for \$1,000 for the purchase of CARE packages to be sent to these schools. Presenting the check are (left to right): Dr. George S. Counts, formerly AFT president; Israel Solemnick, chairman of Local 2's Committee for International Solidarity; Mrs. Rebecca Simonson, AFT vice-president and Local 2's president. Receiving the check is the executive director of CARE, Paul Comly French (extreme right).

In making the presentation, Dr. Counts said, "I am happy to have this opportunity to present this check on behalf of the International Solidarity Committee. I am well aware

of the vital task which the German labor schools perform in training new leaders for democracy to replace those that were killed in Hitler's concentration camps. These schools are an important factor in re-educating German youth and in re-building a democratic Germany. But, they lack everything—food, books, writing materials, even clothing for the students. Those of us who believe in democracy and in education for democracy must accept the responsibility for providing the materials that will help them to carry on with their work."

The International Solidarity Committee, 303 Fourth Avenue, New York 10, N.Y., welcomes all support for its current drive to send aid to these schools. Some of the officers of the Committee are Israel Feinberg, Hon. Hubert H. Humphrey, James T. Farrell, Louis Nelson, Norman Thomas, Roy Reuther, and Philip A. Heller.

## Right of Teachers to Join Organization Of Own Choosing Upheld In Portland

**111** PORTLAND, ORE.—A significant statement on the right of a teacher to join professional organizations of his own choosing was made by the Portland school board. It was made in connection with difficulties stemming from the failure of a principal to recommend a probationary teacher for reappointment for the 1949-50 school year. Local 111 came to the support of the teacher and claimed that the princi-

pal's opposition to reappointment was because of the teacher's union membership.

The statement of the board declared "that principals, supervisors, or anyone in an administrative capacity shall not seek to influence teachers in their choice of professional organizations."

Support for the union's position came from the Oregon State Federation of Labor.

## Longmont Local Hears State Leaders At Annual Banquet

**955** LONGMONT, COL.—The state-wide educational outlook of the members of the Longmont local was exemplified in the guest list and program of the second annual banquet held before the close of the last school year.

In addition to members of the local and their families, guests were present from other Colorado locals in Loveland, Erie, Lafayette, Louisville, Boulder, and Denver. Members of the administrative staff of the Longmont schools, members of the school board, candidates running for places on the school board, and teachers from surrounding rural schools were also in attendance.

The main address of the evening was given by Herrick Roth, executive secretary of the Colorado Federation of Teachers and chairman of the education committee of the Colorado House of Representatives during its last regular session. Mr. Roth told of the many bills presented that would have improved education in Colorado, told who worked for their passage and who fought them, and then stated what had been gained and what the state AFT organization had to strive for during the next session. Mrs. Mary Frances Wagers, president of the state AFT group, spoke on the aims and objectives of that organization.

The banquet marked the end of a very successful year with R. T. Ashbaugh as head of the Longmont local.

## Mary C. Cadigan Speaks at Harvard

**66** BOSTON, MASS.—Mary C. Cadigan, member of the Boston local and AFT vice-president, was one of the panel members of a forum sponsored by the Students' Association of the Harvard Graduate School of Education.

The subject discussed was the contribution of teachers' organizations to American education. Miss Cadigan explained the history, aims, and achievements of the AFT to the large audience. During the question period following the panel presentation an interesting and lively discussion grew out of questions directed to her. She climaxed her remarks by assuring the audience that the aim of the AFT is to educate and to persuade, not to threaten and to force.



## Labor Notes

By Moyer Halushka, Local 1

### Democracies Plan New World Labor Confederation

Representatives of thirty-eight national labor organizations with a total membership of nearly fifty million met in Geneva June 25 and 26 to formulate principles and plans for a new world labor confederation. Both the AFL and the CIO participated in the proceedings. Mr. George Meany, of the AFL, told the conference that the two American labor bodies were "joined here in the common cause" to fulfill their international obligations and responsibilities. James Carey of the CIO said: "The AFL and CIO are lending their united strength to the creation of a new international trade union group because they realize that such a group must be born in unity."

Paul Finet of Belgium was chosen chairman and Vincent Tewson, Executive Secretary of the British Trade Union Congress, was elected secretary.

A continuing committee was appointed to draw up a draft constitution and to prepare for the founding convention to take place in November.

Only free and democratic trade unions that accept the basic principles of the Atlantic Charter of 1941, the statement of aims and purposes made by the International Labor Organization in 1944, and the Universal Declaration of Human Rights proclaimed by the General Assembly of the United Nations in 1948, will be eligible for membership.

The Geneva "directives" stipulate that the constitution must provide for the establishment and development of trade union organization in economically and socially underdeveloped countries; assistance by all practical means in the rebuilding of the economic life of the war-devastated countries and the furtherance of their economic, social, and cultural activities by measures of mutual aid over the widest possible area; achievement of full employment, improvement of working conditions, and the raising of the standards of living of all people, particularly through the development of backward countries and colonial territories; and establishment of permanent peace among the nations of the world founded upon universal well-being, social justice, and economic security.

The movement for the organization of a new world union of labor is the outgrowth of the withdrawal by Britain, Holland, the CIO and other national labor groups from the World Federation of Trade Unions when that body became completely subservient to Russian political domination.

### Plan Closer Cooperation Between Labor and UNESCO

Twenty-four representatives of organized labor called together by the labor members of the U.S. National Commission for the United Nations Educational, Scientific, and Cultural Organization (UNESCO) discussed means of making UNESCO more effective as a people's movement to promote peace through international understanding.

Among the topics discussed were: international exchange of industrial and agricultural workers; assistance in reviving or establishing bona fide labor unions and workers education movements in war-devastated countries; and President Truman's "Point Four" program of technical assistance to underdeveloped countries.

Mark Starr, AFT member and educational director of the International Ladies Garment Workers Union, reported on adult education activities in relation to UNESCO's program as presented at the international conference in Elsinore, Denmark.

Selma Borchardt, AFT's Washington representative, Nelson Cruikshank (AFL), and Stanley Ruttenberg (CIO) were the three Commission members who sponsored the Conference. John Eklund, AFT president, and Arthur Elder, AFT vice-president and chairman of the AFT Commission of Educational Reconstruction, attended as delegates. There were several other AFT members participating.

### FEPC Idea Growing

In 1941, President Franklin D. Roosevelt signed Executive Order 8802 establishing a Fair Employment Practice Commission to eliminate discrimination in defense industries and government services. Its purpose was to safeguard the right of workers to be hired on the basis of competence and ability and not

on the basis of race, color, creed, or national origin.

After the war emergency, Executive Order 8802 was killed by Congress. The fight against job discrimination was taken up in the state legislatures.

In 1945, New York passed the first State Fair Employment Practice Act. Similar bills were later enacted in Massachusetts, Connecticut, and New Jersey. This year, Rhode Island, Washington, New Mexico, and Oregon adopted FEPC laws.

In all eight states, the laws generally provide for machinery to safeguard and enforce principles of fair employment practices and for Commissions to investigate cases of discrimination in hiring.

The 81st Congress has under consideration an FEPC bill introduced by Congressmen McGrath and Powell. It was reported out favorably by the House Education and Labor Committee. A similar bill is being considered in the Senate.

FEPC legislation has been energetically promoted by the AFL and other labor and civic organizations. More than fifty million Americans who now suffer job discrimination in one form or another will be assured their legal rights to equality of opportunity in employment regardless of their race, color, religion, ancestry, or national origin if fair employment acts are enacted by states and nation.

### Highlights of State Labor Legislation for 1949

Over three-fourths of the forty-four states whose legislatures met this year enacted legislation liberalizing their workmen's compensation laws, most of them increasing benefits payable for injury or death. In 13 states occupational disease provisions have been improved as to coverage and benefits. In seven of these states coverage has been widened to include all diseases arising out of the job. Amounts allowed for medical benefits and burial expenses have been increased in many states.

Tennessee, Maine, and Alaska have made major improvements in their child labor laws. Compulsory school attendance provisions have been strengthened in eight states.

In seven states laws have been enacted under which employers pay the

cost of certain medical examinations of employees.

Maine, Tennessee, and Wyoming improved their laws dealing with working conditions and hours of work for women. Equal pay laws were passed in California, Maine, and Alaska.

New Hampshire, Missouri, and Delaware repealed their "Little Taft-Hartley" laws restricting union activity. Michigan, New Jersey, and Wisconsin amended their acts regulating labor relations in public utilities.

Alaska adopted a law that requires employers who bring workers into the territory for employment to furnish return transportation for them upon termination of employment.

Texas passed an anti-lynching law and Alabama enacted an anti-Ku-Klux-Klan statute prohibiting the wearing of masks in public.

### **I.L.O. Progress**

The thirty-second annual conference of the International Labor Organization opened in Geneva, Switzerland, June 8, 1949, and adjourned July 2. Five hundred and fifty delegates and advisers, representing fifty of the sixty-one member nations, were in attendance. Sir Guildhaume Myrdin Evans, deputy secretary of the British Ministry of Labor, was elected president of the Conference. Pierre Dupong of Luxembourg, Pierre Waline, general secretary of the Federation of Metal and Mining Industries, and Bernardo Ibanez of Chile were elected vice-presidents.

After three weeks of continuous deliberations and debate, the Conference adopted the following Conventions (treaties to be ratified by the member countries):

1. A Convention on the right to organize and bargain collectively. The Convention provides for establishment of appropriate national machinery to enforce the right to organize and to encourage full development of methods of voluntary negotiations between employers and employee organizations toward collective agreements.

2. A Convention to protect wages, hours of work, and working conditions of public employees.

3. A Convention which bans partial payments of wages in liquor or noxious drinks and provides safeguards against overcharging by company-operated stores.

Conventions on migratory workers, on employment agencies, and on wages, working conditions, and vacation pay for seamen, were revised to meet certain objections in various countries.

The United States delegation was headed by Philip Kaiser, then director of the International Affairs Division of the U.S. Department of Labor, and Senator O'Connor of Maryland. The employer's delegate was Charles McCormick, president of the McCormick Tea and Spice Co., and the workers' delegate was George P. Delaney, AFL International Representative.

David A. Morse, formerly U.S. Under-secretary of Labor, is now Director-General of the International Labor Organization.

### **Labor Expands Summer Schools Program**

Over 50 summer schools and institutes attended by more than 5,000 workers were sponsored by the AFL, CIO, and independent unions this year. College campuses all over the United States and Canada played host to scores of trade unionists who flocked to these centers of higher learning for courses in union administration, collective bargaining, grievance procedure, labor history, economics, fair practices and parliamentary procedure.

These courses, taught by experts drawn from the labor movement and the universities, were designed to equip the worker-student with the skills that are needed in handling the problems of the local union. Shop stewards learned the ins and outs of time study and grievance procedure, local union officers were schooled in the technicalities of parliamentary law and union administration, while education committeemen were taught how to set up an active and lively education program for the local.

For the most part these institutes were sponsored by international unions, state federations, and industrial union councils. Among the best known labor schools in the country are the School for Workers in Madison, Wisconsin, the FDR-CIO Labor Center at Port Huron, Michigan, and the Rutgers Institute for the New Jersey Federation of Labor. Here the academics of the campus and the practical experience of the shop combined to build an informed, vital, and strong labor movement.

### **New Media For Workers Education**

An audio-visual workshop to aid federal union leaders in conducting educational programs and union meetings with the use of audio-visual materials was held recently at Cornell University. It was the first audio-visual workshop for union leaders to be sponsored by the New York State

In the history of the labor movement, there is one story that dwarfs all others ... the life of the strangest saviour who ever strode the American earth ... the hated and adored

## **EUGENE DEBS**



## **the Bending Cross**

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School of Industrial and Labor Relations. Audio-visual aids discussed and demonstrated included the motion picture, slide films, recordings, posters, charts, and exhibits.

Federal union leaders attending the workshop enthusiastically agree with Professor J. James Jehrings that the field of audio-visual communications offers exceptional advantages to unions in educating their membership.

"The success or failure of any such program will depend in large part upon the training of key men in the unions to properly use such materials, for research shows unless they are properly used, audio visual methods of communications are not any more effective than other methods," says Professor Jehrings.

# The year that got away—



**L**ONG AGO, he'd planned the year, the day, the hour of his retirement.

But now, a year beyond that date, his desk is still open . . . the weekday trout still in the brook.

What happened? Unexpected expenses . . . Nickie starting college . . . the last of Mom's hospital bills. He never really figured it out. But the happy day he planned was no longer in sight.

A lot of years are getting away from a lot of people . . . because they don't have a plan which helps them save money regularly. But there are people who are making the most of the years, by investment in United States Savings Bonds.

It's an easy, automatic way of insuring a financial future, thanks to two simple, automatic plans:

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Don't let another year—another moment—escape you. Sign up today.

*Automatic saving is sure saving—  
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